



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE ADMINISTRATION OF ENGLISH IN THE HIGH-SCHOOL CURRICULUM

CECILE B. McCROSKY
High School, Marion, Ohio

INTRODUCTION

The questionnaire published below was addressed to the heads of the English departments of one hundred of the first-grade high schools of the state of Ohio.

The questions are concerned with the administration of English in the high-school curriculum.

1. Number of questionnaires sent out 100
2. Number of questions on each list 50
3. Number of replies received and tabulated 33
4. The majority of the replies came from city high schools

QUESTIONNAIRE

INTRODUCTORY QUESTIONS

- (1) Name of school? (2) No. of pupils? (3) No. of teachers?
(4) No. of teachers devoting full time to English? (5) Half-time?
(6) Three-fourths of time? (7) Salary of English teachers?

QUESTIONS ON EQUIPMENT

Do you have: (1) A room used exclusively for English? (2) Reading tables in or adjoining the English room? (3) Bookcases? (4) Filing-cabinets for filing themes? (5) Wall maps and charts? (6) Bulletin board? (7) Mimeograph? (8) Stereopticon, curtain, and slides? (9) Pictures used with work taught at various times? (10) Victrola and educational records?

LIBRARY EQUIPMENT

- (1) Is there a special room for the library? (2) Is library open during the day for reading and reference? (3) In the evening? (4) No. volumes in the library? (5) No. added last year? (6) Amount of money expended annually on books? (7) What proportion for English department?

Underscore each of the following which you have in your library: (1) Dictionary (unabridged). (2) Encyclopedia. (3) Handbook of mythology and

fiction. (4) Synonyms. (5) Etymological dictionary. (6) Poole's Index or Reader's Guide. What periodicals do you take in your library?

Underscore any of the following magazines used in teaching English: (1) *Review of Reviews*. (2) *Independent*. (3) *Current Opinion*. (4) *Literary Digest*.

How much Shakespeare do you teach? Underscore any of the following modern dramatists taught: Ibsen, Maeterlinck, Hauptman, Galsworthy, Shaw.

What examples from literature have you chosen which contribute to the following fundamental aims in education? (1) Development of good health and physical efficiency. (2) Development of ideals for good citizenship. (3) Knowledge of social problems and world's industry. (4) Development of appreciation and enjoyment. (5) Arousing interest in vocational work. (6) That which deals with moral and religious problems or ideals.

What system do you use for grading?

Underscore any of the following scales used: Ayres Spelling Scale; Harvard-Newton English Composition Scale; Hillegas Composition Scale.

Have you a room suitable for dramatics and debate? Stage?

State preparation of your English teachers.

What changes would you suggest for a reorganization of the high-school English curriculum?

If possible, please inclose a copy of your English curriculum.

These are the magazines taken in the school libraries. (The number indicates the number of times the magazine was mentioned.)

American (2)

American Boy (1)

Art World (1)

Atlantic (3)

Bookman (1)

Century (4)

Classical Journal (1)

Colliers (1)

Correct English (2)

Country Life (1)

Current Opinion (2)

Education (1)

Educational Review (1)

English Journal (1)

Etude (1)

Farm Journal (1)

Good Housekeeping (1)

Harpers (2)

History Teachers (1)

House Beautiful (1)

Independent (5)

Industrial Arts (1)

Ladies' Home Journal (1)

Leslies (1)

Literary Digest (7)

National Geographic (4)

New Republic (1)

Ohio Educational Monthly (1)

Outlook (6)

Pathfinder (2)

Popular Mechanics (8)

Primary Education (1)

Review of Reviews (8)

St. Nicholas (1)

<i>School Review</i> (1)	<i>World's Chronicle</i> (1)
<i>Scientific American</i> (7)	<i>World's Work</i> (5)
<i>Scribners</i> (1)	<i>Vogue</i> (1)
<i>Survey</i> (1)	<i>Youth's Companion</i> (2)
<i>System</i> (1)	

Four other schools reported that they were taking all of the standard periodicals.

The following periodicals are taken in one technical high-school library:

<i>Aerial Age</i>	<i>Keramic Studio</i>
<i>American Carpenter and Builder</i>	<i>Ladies' Home Journal</i>
<i>American Cookery</i>	<i>Machinery</i>
<i>American Machinist</i>	<i>Manual Training</i>
<i>Art World</i>	<i>Musician</i>
<i>Atlantic</i>	<i>Nation</i>
<i>Bookman</i>	<i>National Food Magazine</i>
<i>Century</i>	<i>National Geographic</i>
<i>City Record</i>	<i>National Printer Journalist</i>
<i>Country Life</i>	<i>New Republic</i>
<i>Current Events</i>	<i>North American Review</i>
<i>Delineator</i>	<i>Ohio Public Health Journal</i>
<i>Designer</i>	<i>Outlook</i>
<i>Elite</i>	<i>Pathfinder</i>
<i>Engineering Education</i>	<i>Pictorial Review</i>
<i>English Journal</i>	<i>Popular Mechanics</i>
<i>Epworth Herald</i>	<i>Popular Science Monthly</i>
<i>Experiment Station Record</i>	<i>Printing Art</i>
<i>Foundry</i>	<i>Reader's Guide</i>
<i>Furniture Manufacturer and Artisan</i>	<i>School Arts Magazine</i>
<i>Garden Magazine</i>	<i>School Science and Mathematics</i>
<i>Good Housekeeping</i>	<i>Scientific American and Supplement</i>
<i>House Beautiful</i>	<i>Scientific Monthly</i>
<i>Illustrated London News</i>	<i>Survey</i>
<i>Illustrated Milliner</i>	<i>Technical Printery</i>
<i>Illustrated World</i>	<i>Vogue</i>
<i>Independent</i>	<i>World's Work</i>
<i>Information</i>	Also Cleveland daily papers and <i>Congressional Record</i>
<i>Journal of Home Economics</i>	

The following suggestions for a reorganization of the high-school curriculum were emphasized:

1. More reading of literature—less history of it.
2. Strong emphasis upon spelling.

3. One-half of each year given to composition (oral and written); literature and composition should be divided.
4. Separate time for literature and rhetoric.
5. Emphasis upon quality of themes.
6. More practical English—more dramatization.
7. More oral English; letter-writing; debate (practical work).
8. Closer relation of English to life of pupils.
9. Correlation of reading with child's experience.
10. Work in expression.
11. Closer co-operation with other departments. (Every high-school recitation should be a recitation in English.)
12. Elimination of some of the old classics taught.

Selections from literature are listed below under the educational aims to which the schools think they contribute.

I. DEVELOPMENT OF GOOD HEALTH AND PHYSICAL EFFICIENCY

1. System of oral reports on the subject
2. Samson
3. Hercules
4. "Queen's Gardens" in *Sesame and Lilies*
5. James, *Talks to Teachers*, chapter on "Habit"

II. IDEALS OF GOOD CITIZENSHIP

1. Oath of Athenian youth
2. Gettysburg Speech
3. *Public Duty of Educated Men*
4. Franklin
5. Farewell Address
6. Bunker Hill Oration
7. Lincoln
8. Webster
9. Magazines
10. *Perfect Tribute*
11. *Man without a Country*
12. *Promised Land*
13. *Effective Life* (Eliot)
14. Civic club
15. Riis, *Making of an American*
16. Master orators

III. SOCIAL PROBLEMS AND WORLD'S INDUSTRY

1. Burke, *Conciliation* (?)
2. Oral reports
3. *House of Seven Gables* (?)
4. Modern Drama—Galsworthy
5. George Bernard Shaw

6. Crane's *Adventures in Common Sense*

7. Jane Addams—Edison (biographies)

IV. DEVELOPMENT OF APPRECIATION AND ENJOYMENT

1. *Sketch Book*

2. *Julius Caesar*

3. *Ancient Mariner*

4. Chaucer's *Prologue*

5. Minor poems

6. *Treasure Island*

7. *Vision of Sir Launfal*

8. *Lady of the Lake*

9. *Golden Treasury*

10. Peabody, *The Piper*

V. AROUSING INTEREST IN VOCATIONAL WORK

1. Oral themes

2. Lectures

3. Oral reports

4. Newspaper reports

5. Bennett, *How to Live on Twenty-four Hours a Day*

VI. MORAL AND RELIGIOUS PROBLEMS AND IDEALS

1. *Great Stone Face*

2. *Ancient Mariner*

3. *Macbeth*

4. *Idylls of the King*

5. *Silas Marner*

6. *Tale of Two Cities*

7. Emerson

8. Tennyson

9. Old Testament

10. Kipling's *Recessional*

11. Drummond's *Greatest Thing in the World*

COMMENT AND CRITICISM CONCERNING THE FOREGOING SELECTIONS

For "Development of Good Health and Physical Efficiency" the means most strongly emphasized was that of a system of oral reports on the subject. These reports should be worked up, outside, by the student and given orally before the class.

A means most commonly reported for promoting "Ideals of Good Citizenship" is that of the study of the biographies of famous men, as Franklin, Lincoln, Webster, etc. Civic clubs or societies may be organized in connection with the study of certain English works mentioned above. Various magazine articles should be read and discussed.

SUMMARY

[illegible]

* x indicates "Yes."
† o indicates "No."

|| "c" in the sixteenth column indicates city library.
† - indicates no answer.

§ "Ls" indicates letters.
¶ "Or" indicates original.

On "Social Problems and World's Industry," one of the best means of obtaining the right kind of information and arousing interest is the use of oral reports. The study of modern dramatists would contribute much to this study. Bernard Shaw and Galsworthy should be introduced into the modern English classroom. These dramas should be taught with the view of bringing the pupil to a realization of the problems of certain forms of hypocrisy and sham in society, and of the evils that exist in our social and political orders and which are set forth in these dramas, for the purpose of instruction. The student should feel that the present age is one of industrial and social reform, and this may be studied through literature.

"Appreciation and Enjoyment" should be sought for in every piece of work presented to the class.

"Arousing Interest in Vocational Work" can be brought about effectively by illustrated lectures and by the use of interesting oral themes and reports.

Under the aim of "Moral and Religious Problems and Ideals" the teacher should avoid preaching upon the literature studied, but should arouse interest in the problems to be solved and in the ideals set forth.

Columns I-V of the Summary show the median and average deviation as to: (1) enrolment, (2) number of teachers employed in entire school, (3) number of full-time English teachers, (4) number of part-time teachers employed, (5) salaries.

TABLE I

Largest number of students reported.	2,090
Smallest number of students reported.	38
Median number.	600
Average deviation.	392

TABLE II

	No. in School	No. Giving Full Time to English	No. Giving Part Time
Largest number of teachers reported.	90	14	9
Smallest number of teachers reported.	3	0	0
Median number.	21	4	2
Average deviation.	11	2	0.9

TABLE III

Highest salary paid to English teacher.....	\$2,300
Lowest salary paid to English teacher.....	630
Median salary.....	1,000
Average deviation.....	452

TABLE IV

REPORT ON EQUIPMENT FOR ENGLISH WORK

	Yes	No
Room used exclusively for English.....	20	12
Reading tables for English room.....	7	22
Bookcases for English room.....	22	10
Filing-cabinets for themes.....	26	4
Wall maps and charts for English.....	16	14
Bulletin board for English.....	22	10
Mimeograph.....	20	11
Stereopticon and slides.....	21	9
Pictures used in teaching English.....	25	4
Victrola and educational records.....	19	11
Separate library room.....	19	8
Using city library.....	5
Library open in day for reading.....	22
Library open in evening.....	1	21
Room equipped for dramatics and debate.....	23	6

TABLE V

TRAINING OF TEACHERS

Teachers having four years' high-school training.....	25
Teachers having four years' college training.....	28
Teachers having normal training.....	17
Teachers having graduate work.....	12
Experience reported varies from two to twenty-five years.	

TABLE VI

REPORT ON PLAYS TAUGHT

	Greatest No.	Smallest No.	None	Average
Shakespeare.....	12	1	1	4
Modern dramatists.....	4	1	29

The dramas of George Bernard Shaw are taught in three of the schools teaching modern drama, Maeterlinck in three, Galsworthy in three, and Ibsen in one.

TABLE VII

REPORT ON SYSTEM OF GRADING

Use of letters	8
Per cent marks	9
Original system	1
Use of Harvard-Newton scales	2
The remainder did not report upon any system.	
Up to date the scales for grading of English composition work do not seem to be much in use.	

TABLE VIII

LIBRARY EQUIPMENT

Largest number of volumes reported	16,000
(This school comes No. 25 on the list according to enrolment.)	
Two (largest and eighteenth) report	5,328
Smallest number reported	60
Median number	1,000
Average deviation	1,831
Average number of books added during the year	112
Average amount of money expended on books	\$100
The sixth according to enrolment reports greatest amount expended upon books.	
Average proportion for the English department $\frac{2}{3}$.	
All reported dictionaries in the library.	
All reported handbooks of mythology.	
Number reporting:	
Book of synonyms	26
Etymological dictionary	15
Greatest number periodicals taken in one library	57
Smallest number	0
Average number periodicals taken	7
The technical schools reported the largest number taken.	

TABLE IX

MAGAZINES USED IN ENGLISH WORK

<i>Review of Reviews</i>	10
<i>Independent</i>	14
<i>Current Opinion</i>	3
<i>Literary Digest</i>	17

The following facts are observed from the tabulation of replies:

1. The school having the largest enrolment has the largest number of full-time English teachers.

2. The schools having the largest enrolment have the smallest percentage of part-time English teachers, with one exception. The fourteenth on the list reports nine part-time teachers and two giving full time to English. The small schools rarely report more than one giving full time to English. Three report none giving full time to English.

3. The school employing the largest number of teachers reports $6\frac{1}{4}$ per cent of them giving full time to English. The same school reports one giving part time to English.

The table reports 729 teachers employed. About $23\frac{1}{2}$ per cent of them are giving full time to English instruction. About 12 per cent of them give part time to English.

REPORT ON SALARY OF ENGLISH TEACHER

The school employing the greatest number of teachers and having the highest enrolment also reports the highest salary paid. Usually the schools employing the greatest number of full-time English teachers pay the highest salaries (few exceptions). The small schools reporting all part-time English teachers pay the lowest salaries.

GENERAL FACTS

Six of the larger schools that employ mostly full-time English teachers report no room used exclusively for English.

Five reporting only part-time teachers have rooms used exclusively for English.

Practically all of the schools report that their teachers have four year's high-school and college training. The majority have normal training. Twelve report the employment of teachers who have had graduate work. It is significant to note that even many of the smaller schools employ teachers who have done graduate work.

In almost all cases the teachers having graduate training receive higher salaries and have better material equipment in the school.

It seems evident that the majority of the teachers having graduate work are using current magazines in the teaching of English.

In all cases but one the modern dramatists are taught by graduate teachers.

The number of years' experience varies widely throughout. Some of the smaller schools report teachers with the maximum years of experience reported. Some of the largest schools are employing teachers of less experience, but with college and graduate work. The teachers with the most experience do not always draw the greatest salaries.

CONCLUSION

In the majority of cases the English department sent in a copy of the English curriculum, which gave a detailed description of the work for the four years. The statement includes information upon the amount of composition work, oral and written, used in each year, and of the literature and classics taught. The courses seem fairly uniform in their organization and administration.

I have found that the following points are those most strongly emphasized by the best schools for strengthening the high-school English curriculum:

Debating and extemporaneous speaking in all years.

Great emphasis upon oral work, with special training in enunciation, self-expression, and ability to think while standing before the class.

Possession by each pupil of a good dictionary and skill in its use.

Extensive collateral reading-lists, so that each individual may find something of interest to read outside.

Dramatics—strongly emphasized—interpretation and action before audiences.

Weekly training in the use of the library under the direction of the librarian.

Emphasis upon knowledge of mythology.

Drill on spelling and grammar.

All forms of letter-writing emphasized.

Judging from the reports, the fundamental aims of the English work seem to be:

To develop individuality and self-expression; to vitalize the student's contact with the world.

To develop literary rather than analytical study; to develop appreciation for tone and atmosphere.

To secure theme material from experience and observation.